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ABSTRACT

During the 1975-76 school year, the Amity High School Advisor/Advisee Program was implemented to promote systematic planning of occupational and educational goals by providing students with direct guidance in selecting courses and activities to meet their interest, abilities, and career objectives. Counselors served as program administrators; teachers were the advisors of 20 students. Teachers were provided inservice training to familiarize them with the program. Students selected their advisors. Stages of implementation and development involved staff inservice sessions, revision of the student checklist to allow for individual differences, an orientation for freshmen, selection of advisors by freshmen and new students, revision of a student needs assessment, a maintenance period, and program evaluation by staff and students. This report provides a brief introduction to the program and briefly discusses the program's rationale and stages of implementation and development from August 1975 through May 1976. Appended is an overview of the program, giving the purpose, goals, general and specific outcomes, advisors' duties, student contract, definitions of the Iowa Test of Educational Development, and examples of materials put into each advisee's personal folder (list of specific duties, student checklist, planning sheet, list of graduation requirements, contact sheet, and official transcript and permanent record). (NQA)

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ED215803

Guidance Counseling Advisor - Advisee Program

Levels 9-12

November 1976

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Amity School District #4J

GUIDANCE COUNSELING

BY
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Advisor/Advisee Program

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High School Principal
Superintendent

Board of Directors:

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Fall, 1976

PREFACE (UPDATE)

Amity School District 4J
P. O. Box 138
Amity, Oregon 97101

Yamhill County, Oregon
Tel: 503-835-2181

District Enrollment 605

Amity is a small, rural farming district six miles south of McMinnville on Highway 99W. The farming consists of field crops, row crops and some livestock. There are two outlying feeder elementary schools, one elementary school in town, and the high school. Amity is within the Chemeketa Community College District.

The original Small Schools Career Education Developmental Project lasted from 1974-1977. The present career and vocational education program is built into the curriculum guides, established in the scheduling procedures, and is part of the Amity High School graduation requirements.

The program is made up of the following components:

CAREER AWARENESS

- Awareness Advisory Committee
- Cadre-trained instructor in career awareness
- "Career Carrousel"--activities and concepts of career awareness

CAREER EXPLORATION

- Career Exploration Advisory Committee
- Economics curriculum for eighth grade, "The Real World of Work"
- Modified SUTOE curriculum for seventh grade, "Who Am I?"
- Eighth grade Occupational Versatility
- Ninth grade Occupational Cruise into four clusters: Agriculture, Home Economics, Business, Construction
- Ninth grade Cruise Exploratory (CX) English

VOCATIONAL PROGRAMS--CLUSTERS

- Home Economics: Foodservice, Child Care Services, and Clothing Services
- Business: Accounting, Clerical, Secretarial
- Vocational Agriculture

COOPERATIVE WORK EXPERIENCE

- Agriculture and related occupations
- Business
- Cadet Teaching

COOPERATIVE WORK EXPERIENCE (Cont.)

- Construction
- Foodservice
- Special Education

ADVISORY COMMITTEES

- Awareness
- Exploration
- Agriculture
- Business
- Home Economics

SPECIAL CAREER/VOCATIONAL CLASSES

EMR "special education" students mainstreamed into vocational programs where possible, i.e., occupational versatility

LONG-RANGE PLAN

Developed through input from staff, administration, and advisory committees; currently being updated

CAREER GUIDANCE

- A functioning advisor-advisee program
- Career Information Service - Needle Sort
- Career Information Service - Inservice Program
- Ohio Vocational Interest Survey (OVIS) - grades 8 and 11
- Armed Services Vocational Aptitude Battery - grades 9 and 11
- Student Needs Assessment - all secondary
- Graduate follow-up - SERVE and Guidance

INSERVICE PROGRAMS

- Cadre trained in career awareness
- Career education administrators
- Career education exploratory (CX) English
- Career education concepts

INTERDISCIPLINARY

- Cruise English Program
- Agriculture
- Home Economics
- Business

VOCATIONAL STUDENT ORGANIZATIONS

- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- Future Homemakers of America (FHA)
- Future Teachers of America (FTA)

The greatest change brought about in the district as a result of this project involvement is that nearly all of the staff have taken on the task of assisting youth with career-related information and making a sincere effort to sit down and meet with students one to one to discuss the students' personal concerns in career planning. This contact with students is vital to the success of any educational program.

What is being done differently? Without tampering with the academic emphasis, career education has been expanded to provide greater opportunities for all students, not just the privileged few who might go on to college. Career and vocational education demonstrates greater respect for the potential of youth than has been shown in the past.

Visitors to the district are certainly welcome; please make an appointment and request the information needed to make your visit as beneficial as possible. The Career Fair which offers presentations about more than 60 occupations to students in grades 7-12 is especially interesting to attend.

It is Amity's hope that more small schools can take advantage of the progress made in the developmental sites by planning visits which may lead to ideas being transported to other districts for implementation.

Materials are available on request. Contact Amity High School Principal George Lanning for additional information or to arrange a visit.

Mr. Lanning comments, "There has been a considerable change in the staff over the past few years so all the items that were developed are not currently being used. There has also been less emphasis placed on career education related activities over the last few years.

"There were, however, many positive things that were developed and are still functioning in our school system today. Some of these include:

Advisor-Advisee Program

CX English

Active Career Awareness, Exploration, Vocational Agriculture, Business and Home Economics Advisory Committees

Occupational Versatility, grades 8-12

Freshmen Cruise"

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INTRODUCTION TO AMITY HIGH SCHOOL'S
ADVISOR/ADVISEE PROGRAM

A program that promotes systematic planning and provides each student with direct guidance, has been established and is functioning at Amity High School. The program is based on "student managed" learning and provides students, as well as staff, with exact instructions, goals and outcomes. (See Appendices A & B) Advisors are given the time and the knowledge to carry out the duties assigned to them. Advisees are aware of what is expected of them. This system virtually eliminates a student being "missed" in the guidance process. Many of the guidance functions, formerly done by the counselor can be accomplished in an efficient and more meaningful way, through the Advisor. The students do have at least one adult who knows and cares about their future.

Our Advisor/Advisee program has recently been evaluated, and when the results are known, revision and improvement will take place. It is only through constant evaluation and revision that an atmosphere of progress is fostered. The program at Amity High School is not perfect nor is it the answer to all guidance problems, however, I think the program, as it stands now, does a great deal more for students than a traditional approach.

James Coleman
Guidance Counselor
Amity High School
May 1976

RATIONALE FOR AN ADVISOR/ADVISEE PROGRAM

Effective Advisor/Advisee Program development and implementation must contain the following elements of commitment and willingness:

Counselors should become guidance directors. Before traditional counselors can assume the roles of guidance directors they must be willing to be retrained and/or retrain themselves. The guidance director then becomes the administrator of the Advisor/Advisee Program.

Teachers become counselors in the form of advisors. Those teachers must be given in-service time to familiarize themselves with the program. Administrators must give the time. Guidance directors must conduct the in-services. The guidance directors must be accountable for the direction of program and staff, and teachers must be accountable for their involvement with student advisees.

An advantage of the program is the establishment of a much better student-counselor ratio. (Advise no more than 20 advisees per advisor)

Every student has one advisor. (Recommend that students are given the opportunity to choose their own) The student is responsible to an advisor. The advisor is responsible for that student.

Elements which are important related aspects of the program:

1. Each student has his own folder kept by his advisor.
2. Important: A copy of each student's transcript is in his folder so that he visually sees his progress.
3. Student registers indicate what faculty advisors are assigned to students.
4. Advisor responsibilities are stated and included in the folder.
5. Advisee responsibilities are stated and included in the folder.

Bill D. Buffum,
Principal
Amity High School
November 1976

STAGES OF IMPLEMENTATION AND DEVELOPMENT

The following pages trace the stages of implementation and development of Amity High School's Advisor/Advisee program, from August 1975 through May 1976. These stages are intended to be used as guidelines only, not as prescribed formulae for a successful program.

STAGES OF IMPLEMENTATION AND DEVELOPMENT

1. August 1975

What: Staff In-service on Advisor/Advisee program

Why: Advisors had to be taught how to utilize the various aspects of the new program.

Result: Good understanding by staff. We all started out on the same foot.

2. September 1975

What: Revised student checklist to allow for individual differences.

Why: Original checklist was too restrictive.

Result: A better checklist sheet.

3. September 1975

What: Freshmen orientation to Advisor/Advisee program.

Why: Freshmen will utilize the program.

Results: Freshmen now had an understanding of the program, goals, instructions, etc.

4. October 1975

What: Freshmen and new students selected advisors. All available advisors were listed and students were asked to choose one to be their advisor.

Why: All students have to have an advisor.

Results: Freshmen and new students have advisors.

5. Throughout school year 1975-76

What: Faculty In-service

Why: Before each Advisor/Advisee meeting, the guidance director provides in-service on the particular action or assignment that is to be accomplished in the Advisor/Advisee meeting. Any concerns, questions, etc., are dealt with at that time.

Results: An understanding of the task that is to be accomplished by all staff members. Communication of the program to staff other than advisors.

6. November 1975

What: Advisory committee met.

Why: Revision of student needs assessment.

Results: A student needs assessment was developed and at a later time was given to all students.

7. December 1975, January and February 1976

What: Maintenance period.

Why: The program seemed to be going smoothly.

Results: Program continues.

8. March 1976

What: Project need for an assignment sheet.

Why: When going through the advisee's file and you see that he needs to fill in an area on the checklist or needs to up-date his transcript, as it stands now, you have to write a note on the checklist or transcript. With an assignment sheet that the student can refer to, he can make the necessary adjustments in his file.

Results: Still in planning stages.

9. April 1976

What: Faculty In-service on Advisor/Advisee program.

Why: All staff need periodic stimulation. A restatement of purpose, goals and outcomes. Staff need to be aware of methods and new ideas.

Results: Need more In-service in this area. Staff need more time to share ideas on how to handle various conflicts that arise in Advisor/Advisee meetings. Recommend at least 3 major In-services throughout the year. One at the beginning of school. One in February and one in April or May for a final evaluation and recommendation for next year.

10. May 1976

What: Evaluation of Advisor/Advisee program by staff and students.

Why: Evaluation is needed to progress and revision.

Results: Not compiled yet. Results will be available sometime in June. Comments appear to favor "new" Advisor/Advisee program.

NOTE: The question still comes up: "If a school district follows the stages we went through, will their assessment raise one full increment?" My answer is "no, because we were in the dark, so to speak, as to what works and what doesn't." I will, however, make some recommendations, that if followed, will raise the assessment.

If not one full step, close to a full step.

1. Present the concept of an Advisor/Advisee program to staff.
2. Work through establishing goals with entire staff.
3. Have the counselor work out the details of the Advisor/Advisee program.
4. Present the program to the entire staff. Make note of objections.
5. Revise the Advisor/Advisee program.
6. Implement the program in the Fall of a school year.
7. Have continuous In-services to provide communications.
8. Evaluate the program at the end of the school year for revision and improvement.

If the above steps are followed, given a certain amount of latitude, a school district should improve in the area of guidance.

James Coleman
Guidance Director
May 1976

APPENDIX A

The materials in Appendix A constitute Amity High School's
Advisor/Advisee program.

ADVISOR/ADVISEE PROGRAM

Amity High School

Purpose:

The Advisor/Advisee system has been established in an effort to promote the systematic planning of occupational as well as educational goals. This approach will provide students with direct guidance in helping them select courses and activities which will meet their interest, abilities, and career objectives.

Goals

1. Help students establish goals and plans as they pertain to their chosen occupational and educational areas.
2. To aid students, who are deficient in various requirements for graduation, by devising a plan to gain those requirements.
3. To develop and maintain a positive relationship with each advisee.
4. Involve each advisee in at least one extracurricular activity each year.
5. Parent conference to better understand your advisees.
6. To guide students in the exploration of careers.
7. Collect data and maintain up-to-date records on each advisee.
8. Be involved in important decision making activities with your advisees.
9. Accomplish "student checklist" before 12.2
10. Make sure your advisee/s graduate.

General Expected Outcomes

1. Many of the guidance activities done by the Guidance Director, can now be accomplished by the advisors in a more satisfactory manner.
2. Teachers and administrators are much more involved in the guidance program.
3. Advisees are able to form a relationship with at least one adult faculty member.
4. Problems and conflicts can be identified and dealt with in a more expedient manner as opposed to a traditional guidance program; advisor/advisee ratio has been lessened.
5. Greatly reduce the possibility of a student being "missed" in the guidance process.
6. Students will have a better understanding of how their occupational and educational goals relate to work accomplished in high school.
7. More students involved in extracurricular activities.
8. Greatly increase student, parent, and school communication.
9. Students will have a greater capacity to make decisions.

Specific Outcomes

1. Students aware of cluster programs available.
2. Driver's permit.
3. Work permit
4. Social Security card
5. Planned course of study throughout high school
6. Orientation to student handbook
8. Orientation to library
9. Orientation to Diversified Occupation and Work Experience program
10. Orientation to guidance center
11. Completion of CIS Needle Sort
12. Procedures for contracting course work
13. Forecasting for each year
14. Firm career decision
15. No students unaware of graduation deficiencies
16. Applications for cluster involvement
17. Application for work experience

Specific Duties of Advisors

1. Parent conference with each advisee.
2. Accomplish as required, "student checklist" on or before 12.2.
3. Maintain "contact sheet", recording all contacts with advisees as to date and content.
4. Monitor each advisee's progress to assure that he is fully aware of his standing in relation to graduation.
5. Assure that advisee's are enrolled in subjects relevant to their career and educational goals.
6. Maintain an up-to-date transcript of advisee's grades and credit.
7. Meet with advisee's before the end of each nine week grading period to reschedule, if necessary.
8. Work with each advisee for at least one year before advising a change of advisor.
9. Hand out advisees' report cards each nine weeks. Record on your transcript copy, so that your copy will be current.

STUDENT CONTRACT

General Purpose: To provide for the students of Amity High, a workable signed agreement between two or more individuals, so the students have a written copy of what is expected of them with the date of completion.

Contingencies (things to be accomplished) must be agreed upon by both individuals entering into the contract before the contract is signed.

Contingencies are usually prescribed by the instructor but may be designed by the student if both parties agree.

Date of completion must be upheld.

Typical Reasons for Contracts:

1. Course credit
2. Behavior problems
3. Discipline problems
4. Attendance problems
5. Extra credit
6. Individualized instruction (etc)

Some Definition of Terms:

Senior Survey: This is a "fact" sheet the guidance director needs from each Senior. It contains: date of birth, address, phone number, social security card number, choice of college, work, future plans, etc.

PSAT: Preliminary Scholastic Aptitude Test. Given to Juniors during October of each year. Should be encouraged to take it. Cost is \$2.50 per student.

Forecasting: Guidance takes care of this function. It is an effort to determine how many sections of various classes we should offer. Given in late spring.

CIS Needle Sort: Career Information Systems. This has to do with a student doing career investigation, using the needle sort.

OVIS: Ohio Vocational Interest Survey. This is an interest test that is given 8th and 10th graders to determine how well their interests are aligned with their chosen occupations.

ITED:

Iowa Test of Educational Development. This is a standard achievement test given to 9th and 11th graders in the fall of the year.

DEFINITIONS OF I.T.E.D.

- PERCENTILE:** A value, indicating how a specific test score relates to the other test scores. It indicates what percent of those tested received scores lower and what percent received scores higher. The average percentile score is 50. (Example: If you have a percentile score of 75, it indicates 25% of the people tested received a higher score and 75% of the people received a lower score.)
- COMPOSITE:** This is an average percentile score of Reading, Language Arts and Math only.
- READING:** This test measures your ability to understand and evaluate what you've read. The vocabulary subtest measures your knowledge of a variety of words commonly encountered in reading.
- LANGUAGE ARTS:** This measures your knowledge and use of the basic elements required in correct and effective writing. (Punctuation, capitalization, manner of expression, word and sentence order, organization of ideas and spelling.)
- MATHEMATICS:** Provides a measure of your ability to solve problems drawn from two broad math area.
1. Practical, realistic situations requiring useful math concepts.
 2. Understanding of number systems and advanced mathematical ideas.
- SOCIAL SCIENCE:** This test measures your understanding of social institutions, factors that effect the economy, and world developments of historical importance.
- SCIENCE:** Measures your understanding of facts, principles, applications and generalizations drawn from the biological, physical and earth sciences.
- USE OF SOURCES:** Measuring your familiarity with and ability to use important library references. (Examples: Readers guide to periodic literature, dictionary, encyclopedia, index, card catalog, etc.)

APPENDIX B

The materials in Appendix B are those which are put into each advisees personal folder.

SPECIFIC DUTIES OF ADVISEES

Students Checklist

1. Review at the beginning of each meeting.
2. When you have completed an activity, enter: date or time completed, comments if necessary and have advisor initial.
3. Add to your "student checklist" to individualize it to fit your needs. (example: College visitation, simultaneous enrollment etc)
4. Make sure you complete the entire check list before 12.2.

Transcript

1. Monitor to make sure there are no errors. (This is your record!)
2. Enter the courses you are enrolled in for the current term at the beginning of each term. (Do this in pencil)
3. Enter grades received in courses at the end of each term.

Planning Sheets

1. Write in your name and date.
2. State your educational goals. Be specific. (example: Complete high school and four years of college)
3. State your occupational goals. Be specific. (example: Would like to be an automobile mechanic)
4. Review the class schedule and choose those courses that you feel would be of value to you. Include courses and grade level. These courses should relate to your educational and occupational goals.
5. Revise this form as often as necessary because it should reflect what you are working towards.

Contact Sheet

1. It is your responsibility to complete the contact sheet.
2. At the end of each meeting, record what you did during that meeting and date it. (example: Looked at checklist and added college visit.)

STUDENT CHECKLIST

(NOTE: .1 .2 .3 .4 refer to terms 1,2,3,4)	Date or time completed	Comments	Initials
Involvement in Extracurricular activity (each year)			
*Senior Survey 12.1			
College bound to Guidance dir. 12.1			
Credits check			
11.1,.2,.3,.4,12.1,.2,.3,.4			
Drivers license and number 11.3			
*PSAT 11.0			
Contracting Procedures 10.3			
Review of Career decision 10.1 & 11.1 (Planning sheet)			
Forecasting 9.4,10.4, & 11.4			
*Application for cluster 11.3			
*Application for work experience 11.3			
CIS Needle Sort			
9.1,10.1,11.4, & 12.1			
Review of student handbook 9,10,11, & 12			
Review attendance policy 9,10,11, & 12			
Attendance check (when referred)			
OVIS 8, 4 & 10.2			
ITED 9.3 & 11.2			
Drivers Permit & number 10.3			
*Schedule for next term (end of each term)			
Counseling center orientation 9.4 & 10.4			
Diversified Occupation experience orientation 9.4 & 10.4			
Orientation to Library 9.4 & 10.4			
Planning sheet 9.2			
*Social Security card and number 9.4			

*Forms from Guidance Director

	Date or time completed	Comments	Initials
*Work Permit 9.4			
Awareness of cluster programs available 9.2			
Parent conference 9.4 & 10.4			

GRADUATION REQUIREMENTS

Communications - 3 credits to include 1/2 speech and 1/2 literature or reading.

- 1 math
- 1 social science
- 1 personal finance
- 1 physical education
- 1 lab science
- 1 health
- 1 career education
- 1 citizenship education
- 1 fine arts
- 1 typing
- 11 electives

24 Total

Amity High School
Amity School District 4J
P. O. Box 138, Amity, Ore. 97101

NC-No Credit W-Withdrawn
Subject Credit: 1 Year Credit-10 Points 1 Semester Credit-5 Points
1 Quarter or Term Credit-2.5 Points
GPA Computation: A-4.00 B-3.00 C-2.00 D-1.00 NC or NP-0
A "P" is not computed for GPA

LAST NAME		FIRST		MIDDLE		SEX	ADDRESS				BIRTH DATE		PLACE OF BIRTH		
PARENT OR GUARDIAN						DATE ENTERED		ENTERED FROM SCHOOL, CITY, STATE						DWAY DATE	
GRADUATION DATE		NO. IN CLASS		RANK		GPA*									
GRADE NINE		GRADE TEN		GRADE ELEVEN		GRADE TWELVE									
PRESENT		ABSENT		PRESENT		ABSENT		PRESENT		ABSENT		PRESENT		ABSENT	
TARDY		TARDY		TARDY		TARDY		TARDY		TARDY		TARDY		TARDY	
1															
2															
3															
4															
ENGLISH		TOTAL CREDITS		ENGLISH		TOTAL CREDITS		ENGLISH		TOTAL CREDITS		ENGLISH		TOTAL CREDITS	
SOCIAL SCIENCE				SOCIAL SCIENCE				SOCIAL SCIENCE				SOCIAL SCIENCE			
MATH				MATH				MATH				MATH			
SCIENCE				SCIENCE				SCIENCE				SCIENCE			
P.E.				P.E.				P.E.				P.E.			
FINE ARTS				FINE ARTS				FINE ARTS				FINE ARTS			
CAREER ED				CAREER ED				CAREER ED				CAREER ED			
9TH GPA		CREDITS		10TH GPA		CREDITS		11TH GPA		CREDITS		12TH GPA		CREDITS	
CUM. GPA		CUM. CR		CUM. GPA		CUM. CR		CUM. GPA		CUM. CR		CUM. GPA		TOTAL CR.	

ACTIVITIES & HONORS

ACTIVITIES & HONORS

ACTIVITIES & HONORS

ACTIVITIES & HONORS

Last Name	First	M.I.	Sex	Birth Date

THIS SPACE RESERVED FOR PASTE TAB SCORES

The student has met or exceeded minimum "survival" performance requirements as indicated:

COMPETENCY	SIGNATURE OF CERTIFIED EXAMINER	DATE MET
Communications		
1. Reading		
2. Listening		
3. Analyzing		
4. Speaking		
5. Writing		
6. Locating information		
Computing		
7. Add, Subtract, Multiply, Divide		
8. Making change		
9. Balancing a checkbook		
10. Telling time		
11. Perimeter		
12. Percent		
13. Measuring		
14. Estimating		
Science		
15. Plants and animals		
16. Environment		
17. States of matter and energy		
18. The metric system		
19. Natural resources		
20. Genetics		
21. Atomic properties of matter		
Health & Physical Education		
22. Emergency procedures		
23. Functioning in a group		
24. Physical fitness		
25. Recognizing diseases		
26. Drug abuse		
27. Leisure time activities		
Social Sciences		
28. Local government		
29. Obtaining a Social Security Card		
30. Income tax forms		
31. Voting		
32. Paying taxes		
33. Oregon driver's permit		
34. Understanding supply & demand		
35. Understanding profit margin		
Career Education		
36. On the job safety		
37. Positive work attitudes		
38. Work habits: punctuality, attendance		
39. Job application		
40. Career decisions		

Transcripts Sent: (Date) _____ 29

Principal's Signature _____

